

**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	McDougal Littell, a division of Houghton Mifflin Company
<b>Web URL</b>	www.mcdougallittell.com
<b>Title</b>	<i>Discovering French, Nouveau!</i> Level 1
<b>Author</b>	Valette, Jean-Paul, and Rebecca Valette
<b>Copyright Date</b>	2004
<b>ISBN</b>	0-395-87482-3
<b>Edition</b>	3rd
<b>Course/Content Area</b>	Arts and Humanities, World Languages: French
<b>Intended Grade or Level</b>	6-12
<b>Readability Level</b>	Appropriate for beginning language learners
<b>List Price</b>	\$ 64.76
<b>Lowest Wholesale Price</b>	\$ 56.31

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations** Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

**Rationale** Level One would require reproducing the entire program in a different application.

**FEATURES****Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

*Discovering French, Nouveau!* builds student knowledge of French through authentic language presentation, extensive cultural information, and effective

teaching and learning strategies. Students are presented language thematically and in context. Vocabulary, grammar, and pronunciation portions of each lesson include color-coded visual representations and accompanying audio selections. Student-centered activities practice new concepts in context and point-of use strategies offer important tips for improving skills. The program also incorporates frequent opportunities for creative self-expression, including cooperative learning within the text. *Discovering French, Nouveau!* is also rich in cultural images, information, realia and real-world activities to support learning about the distinctive French-speaking cultures. Finally, technology is integrated throughout the program to provide engaging, authentic language instruction.

### **Student Experiences**

With the *Discovering French, Nouveau!* program, students are exposed to a wide variety of experiences and activities. Vocabulary is introduced in context, and students have the opportunity to view and listen to age appropriate material through the Video and Audio Programs. They then practice vocabulary with activities that gradually progress from controlled to transitional to open-ended. Students also have the opportunity to learn grammar with clearly organized structures in the text and selections from the Audio Program. Pair and group activities allow students to communicate and exchange information while practicing grammatical structures and pronunciation. Finally, students complete real-world, hands-on activities and develop reading skills through cultural information presented in the program. They are encouraged to make comparisons between their native language and culture and the Francophone world. Students can practice at their own pace using technology such as the Take-Home Tutor CD-ROM and Online Workbook.

### **Assessment**

*Discovering French, Nouveau!* provides on-going, comprehensive assessment options for students. There are both print and technology options for testing. Students have the opportunity to self-assess using two technology pieces, the Online Workbook and the Take-Home Tutor CD-ROM. In print, the program integrates both objective and subjective assessment into its Unit Resource Books for easy lesson planning. For each unit, the assessment options include lesson quizzes, unit tests in two forms that include cultural awareness and writing expression sections, listening, speaking, reading and writing comprehension performance tests, supplemental multiple choice items and applicable answer keys. The Listening Comprehension Performance Test incorporates the Audio Program to assess student comprehension of authentic language. Teachers also have the ability to create their own tests and quizzes with the Test Generator CD-ROM, as well as post tests they have created online for students using eTest Plus Online.

### **Organization**

The organization of *Discovering French, Nouveau!* balances proficiency, grammar and culture to maximize communication while providing students with

essential vocabulary to communicate accurately and successfully in French. Each unit contains four thematically linked lessons. Vocabulary presented in the first lesson (*Le français pratique*) is then used throughout the next three lessons as structure is taught, reinforcing the unit theme. The *Vocabulaire et communication* sections of *Le français pratique* present new conversational patterns by function. *Conversation et Culture* lessons present readings, cultural information, and grammatical structures in a variety of formats appropriate to varied learning styles. Each Lesson moves through introduction of practice activities and culminates in the *À votre tour* review section. Lessons are followed by *Test de contrôle* that provide comprehensive review. Finally, culture and reading skills are reinforced through the *Lecture et Culture* section.

### Resource Materials

The following materials are available to supplement the Pupil's Edition of *Discovering French, Nouveau!*: Teacher's Edition, Workbook, *Activités pour tous* (Activities for All) Workbook, Teacher's Resource Package, Overhead Transparencies and Copymasters, Total Physical Response Storytelling Booklet, *Français pour hispanophones*, Integrated Audio CD Program, Integrated Video Program, *Chansons* Audio CD, eEdition CD-ROM, Take-Home Tutor CD-ROM, Power Presentations CD-ROM, EasyPlanner CD-ROM, EasyPlanner Plus Online, Test Generator CD-ROM, eTest Plus Online, and Classzone.com

### Gratis Items to be provided and under what conditions -

**One free class set per teacher teaching the course:** Pupil's Edition, *Images un*  
**One free per teacher teaching the course:** Teacher's Edition, Teacher's Resource Package, *Français pour hispanophones*, Overhead Transparencies and Copymasters, Total Physical Response Storytelling, Audio Program, *Chansons* Audio CD, EasyPlanner CD-ROM, Power Presentations CD-ROM, Test Generator CD-ROM **One free per pupil's edition purchased, life of the adoption:** *Activités pour tous* Workbook, Workbook, eEdition CD-ROM **One 1-year license free per teacher teaching the course renewable upon request, life of the adoption:** EasyPlanner Plus Online One 1-year license free per pupil's edition purchased renewable upon request, life of the adoption: eTest Plus Online **One free per teacher teaching the course, choice of DVD or VHS:** Video Programs DVD, Video Programs VHS **One free per pupil's edition purchased:** Take-Home Tutor CD-ROM

### Available Ancillary Materials

*Images un*, Teacher's Edition, Teacher's Resource Package, *Français pour hispanophones*, Overhead Transparencies and Copymasters, Total Physical Response Storytelling, Audio Program, *Chansons* Audio CD, EasyPlanner CD-ROM, Power Presentations CD-ROM, Test Generator CD-ROM, *Activités pour tous* Workbook, Workbooks, eEdition CD-ROM, EasyPlanner Plus Online, eTest Plus Online, Video Programs DVD, Video Programs VHS, Take-Home Tutor CD-ROM

### Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

**Research Available**

No

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Discovering French, Nouveau! Level 1</b>		
<b>Publisher</b>	McDougal Littell		
<b>Item Evaluated</b>	Print and Electronic Resources		
<b>Content Level</b>	Level One French Language Series	<b>Copyright Date</b>	2004
<b>ISBN</b>	0-395-87482-30-395-87482-3	<b>Date of Evaluation</b>	07-21-04

**Recommended YES**

**Publisher's Explanation of Reviewer's Comments:**

**Technology Strengths**

Easy Planner CD-ROM and Power Presentations CD-ROM allow for modification of existing materials (such as lesson plans and grammar lesson powerpoints) provided by the publisher. Software is available for both MAC and PC platforms.

**Instruction & Assessment Strengths**

All components of language learning (speaking, writing, reading, and listening) are assessed in a variety of tasks. This series is "block scheduling" user friendly. A resource booklet is provided with strategies and comparisons of French for hispanophone

**Organization & Structure Strengths**

Book is structured so that students who have no past experience in French can rapidly begin to build a base of knowledge

**Resource Materials Strengths**

A wide variety of resource materials exists for this particular series as gratis items such as the Easy Planner CD-ROM, Test Generator CD-ROM, and online resources (www.classzone.com), Video Programs DVD, etc. These materials allow for integration and pr

**Technology Weaknesses**

**Instruction & Assessment Weaknesses**

**Organization & Structure Weaknesses**

**Resource Materials Weaknesses**

The level one series could integrate more humanities related content: francophone literature (poems), songs, art, etc.

**Technology Comments**

Technology components evaluated included the CD-ROM Planner, test generator and Power Presentation CD-ROM for teachers as well as the website.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

### Equipment

Windows	Yes	Macintosh	Yes	CD ROM	Yes	Sound	Yes
Equipment Other							

### Grade Level

Primary	No	Intermediate	No	Middle	Yes	High	Yes
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### Audience

Individual	Yes	Small Group	Yes	Large Group	Yes
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### Format

Stand Alone/Independent	Yes	Integrated	Yes	Supplemental	Yes
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### Cost

Single Copy	gratis item-one free per teacher teaching the course	School Version	
Network Version		Online	gratis item-EasyPlanner Plus Online
Site License		Lab Pack	

### Type of Software

Simulation	No	Tutorial	Yes	Critical Thinking	Yes
Management	Yes	Exploratory	Yes	Utility	Yes
Interdisciplinary	No	Creativity	Yes	Type of Software -	
Problem Solving	No	Drill and Practice	Yes	Other	

### Management

3	Allows customizing for individual learning needs
3	Allows Students to exit and resume later
3	Keeps student's performance record, where needed
4	Allows control of various aspects of software (sound)
3	Allows printed reports

### Presentation/Interface

4	Presents material in organized manner
3	Consistent, easy-to-use, on-screen instructions
4	Developmentally correct presentation/ format
4	Adapts to different learning styles/multiple intelligences
3	Accessible for special needs students

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

4	Runs smoothly, without long delays
4	Easy-to-view text and graphics
4	Easy-to-hear and understand sounds
4	Avoids unnecessary screens, sounds, and graphics
3	Provides immediate, appropriate feedback
<b>seems to interface properly</b>	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
4	Establishes a clear sense of what is being learned in each chapter	
<b>Provides Guiding Questions and Instructional Objectives</b>		
4	Establishes a clear sense of what is being learned in each chapter	
<b>Develops and Builds on Student Ideas</b>		
4	Exercises allow for students to formulate information based on their own choices.	
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
4	The block scheduling resource booklet has group tasks that allow for students to do discovery learning tasks.	
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
4	Textbook in combination with resource materials provide for a wide variety of assessment strategies	
<b>Enhances the Learning Environment</b>		
4	All materials of the series work together to give the students a skills based approach to building proficiency in all components of language as well as cultural enrichment. Attractive format.	
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	The series gradually builds in difficulty as students build a knowledge base of the language.	

<b>Includes activities and opportunities for integration of technology</b>		
4	Gratis items include a Take-Home Tutor CD-ROM and an online internet source (www.classzone.com) with both teacher and student access. Both items would work well in lab settings.	

<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
4	Activities actively engage students to do higher level thinking skills through the Parler/Ecrire exercises, Block Scheduling Resource Booklet exercises, etc. Students are encouraged in the previously mentioned exercises to use internet resources.	

<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
0	not applicable to world languages	

<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
4	Textbook units include many opportunities for personal response through the Parler/Ecrire exercises	

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.</b>		
4	Especially strong in speaking activities/prompts	
<b>Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.</b>		
	Especially strong speaking and writing activities/prompts	
<b>Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements (1.1.B1)</b>		
	Especially strong in speaking and writing activities/prompts.	Especially strong in speaking and writing activities/prompts.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)</b>		
	Especially strong in speaking and writing activates/prompts	
<b>Materials provide opportunities for students to incorporate appropriate gestures in conversations.</b>		
		Introduced only in the video, explanations of gestures need to be incorporated in the text
<b>Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)</b>		
4		
<b>Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)</b>		
4	Excellent supporting activities.	
<b>Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03</b>		
3		
<b>Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.</b>		
4	Integrated listening and "cultural" reading afford opportunities to interpret the target language.	
<b>Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)</b>		
4		
<b>Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)</b>		
4		
<b>Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)</b>		
<b>Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)</b>		
<b>Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Rating	Strength	Weakness
<b>Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).</b>		
<b>Textbook/instructional material is organized according to the natural acquisition of language through function.</b>		
<b>Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.</b>		
	Gives internet based activities for discovery learning opportunities	
<b>Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.</b>		
<b>Cultural information is authentic and current.</b>		
<b>Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).</b>		
<b>Cultural information is presented in the target language whenever possible.</b>		
<b>Material integrates Arts and Humanities when possible.</b>		
<b>Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:</b>		
Yes	Identify common words, phrases and idioms	Yes
Yes	Identify commonly held generalizations about target culture	Yes
Yes	Identify products, expressive forms, contributions, objects, images, and symbols of target culture	Identify social, geographic, political factors that impact cultural practice
		Identify differences and similarities among same-language cultures
<b>Cultural information reflects the influence of the target culture in the United States and around the world.</b>		
	Emphasizes the many different cultures of the francophone world	
<b>Content reinforces knowledge of other disciplines through the target language.</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Linguistic connections are made among languages.</b>		
		Some connections are made between French and English
<b>Structural patterns are identified in both the target language and the student's own language.</b>		
<b>Historical connections are made among languages.</b>		
		Only noticed intro blurb about William the Conqueror on page
<b>Materials provide connections with target culture through technology media, and authentic resources.</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

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**Title** **Discovering French, Nouveau! Level 1 (1)**  
**Publisher** McDougal Littell  
**Item Evaluated** Textbook  
**Content Level** I  
**ISBN** 0-395-87482-30-395-87482-3  
**Copyright Date** 2004  
**Date of Evaluation** 7-21-04

**Recommended YES**

**Publisher's Explanation of Reviewer's Comments:**

**Technology Strengths**

individual review CD-ROMs for each students

**Instruction & Assessment Strengths**

**Organization & Structure Strengths**

**Resource Materials Strengths**

**Technology Weaknesses**

difficulty/test generates - Mac

**Instruction & Assessment Weaknesses**

clearly related content organized for review @ end of the units

**Organization & Structure Weaknesses**

organized according to student's needs for the language - pronunciation presented early

**Resource Materials Weaknesses**

one workbook for grammar, listening, video

**Technology Comments**

problems using CD's with Mac

**Equipment**

Windows	Yes	Macintosh	Yes	CD ROM	Yes	Sound	Yes
Equipment Other		different in/Mac					

**Grade Level**

Primary	No	Intermediate	No	Middle	No	High	Yes
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**Audience**

Individual	Yes	Small Group	Yes	Large Group	Yes
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Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Format**

Stand Alone/Independent	Yes	Integrated	Yes	Supplemental	Yes
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**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	Yes	Critical Thinking	No
Management	Yes	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	Yes	Drill and Practice	Yes	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
1	Allows control of various aspects of software (sound)
1	Allows printed reports

**Presentation/Interface**

1	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
1	Accessible for special needs students
1	Runs smoothly, without long delays
1	Easy-to-view text and graphics
1	Easy-to-hear and understand sounds
1	Avoids unnecessary screens, sounds, and graphics
1	Provides immediate, appropriate feedback
	Presentation/Interface Comments

*Rating*

*Strength*

*Weakness*

<b>Identifies a Sense of Purpose</b>		
4	tests on what you will learn	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Provides Guiding Questions and Instructional Objectives</b>		
4	tests on what you will learn	
<b>Develops and Builds on Student Ideas</b>		
4	"student friendly" - focuses on student life	
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
4	many opportunities for student to create his / her own questions, comments - resources plentiful	
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
0		
<b>Enhances the Learning Environment</b>		
4	video; CD, music	
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
	authentic; tests are well chosen	
<b>Includes activities and opportunities for integration of technology</b>		
4	website provided, CD ROMs for review	
<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
4	All indexed	
<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
0	not applicable	
<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
4	in each lesson	

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Well balanced, clearly presented	Needs more practice
<b>Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.</b>		
4	From beginning - questions modeled to be shown	
<b>Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (1.1.B1)</b>		
4	Focus on student	Focus on student
<b>Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)</b>		
4	Modeled vocabulary very accessible	More speaking than writing
<b>Materials provide opportunities for students to incorporate appropriate gestures in conversations.</b>		
2		Not many
<b>Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)</b>		
	Want everything presented in untext	
<b>Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)</b>		
4	Support thru text, workbook	
<b>Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03</b>		
4		
<b>Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.</b>		
4	Video, CD	
<b>Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)</b>		
4	Instructions modeled and responses	
<b>Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)</b>		
4	Overheads, video	Need more written practice
<b>Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)</b>		
4	Workbook, video	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)</b>		
3	In each chapter (connections) create - dialogue	
<b>Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)</b>		
3		
<b>Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).</b>		
4		
<b>Textbook/instructional material is organized according to the natural acquisition of language through function.</b>		
4	4	4
<b>Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.</b>		
3	Music	
<b>Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.</b>		
4	Incorporates other francophone countries and congress contract with US	Not very much
<b>Cultural information is authentic and current.</b>		
<b>Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).</b>		
3		
<b>Cultural information is presented in the target language whenever possible.</b>		
2		Done in English
<b>Material integrates Arts and Humanities when possible.</b>		
3	Artists	
<b>Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:</b>		
No	<i>Identify common words, phrases and idioms</i>	No <i>Identify social, geographic, political factors that impact cultural practice</i>
No	<i>Identify commonly held generalizations about target culture</i>	Yes <i>Identify differences and similarities among same-language cultures</i>
Yes	<i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i>	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
3	Cognates recognized	
<b>Cultural information reflects the influence of the target culture in the United States and around the world.</b>		
4		
<b>Content reinforces knowledge of other disciplines through the target language.</b>		
<b>Linguistic connections are made among languages.</b>		
<b>Structural patterns are identified in both the target language and the student's own language.</b>		
<b>Historical connections are made among languages.</b>		
<b>Materials provide connections with target culture through technology media, and authentic resources.</b>		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time